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ABSTRACT

This document presents summaries of 28 national data collection programs, to document the amount and nature of information on individuals with disabilities included in the programs. For each program, information provided includes sponsor, purpose, collection cycle, data sources, collection methods, study design, variable domains, disability-related exclusionary rules and procedures, disability definitions and categories, and disability characteristics of sample. Grids are included for the following programs: (1) 1987 Transcript Study; (2) 1990 High School Transcript Study; (3) Baccalaureate and Beyond Longitudinal Study, Base Year, 1993; (4) Beginning Postsecondary Student Longitudinal Study, Base Year, 1990; (5) Current Population Survey; (6) Early Childhood Longitudinal Study; (7) General Social Surveys; (8) Longitudinal Study of American Youth; (9) Monitoring the Future; (10) National Adolescent Student Health Survey, 1988; (11) National Adult Literacy Survey; (12) National Assessment of Educational Progress, 1988; (13) National Assessment of Educational Progress, 1990; (14) National Assessment of Educational Progress, Trial State Assessment Program, 1990; (15) National Crime Survey, National Sample, 1986-1989; (16) National Education Longitudinal Study, Base Year, 1988; (17) National Education Longitudinal Study, First Follow-Up, 1990; (18) National Health and Nutrition Examination Survey, 1976-80; (19) National Health Interview Survey, 1989; (20) National Household Education Survey, 1991; (21) National Household Survey on Drug Abuse, 1992; (22) National Longitudinal Transition Study of Special Education Students, Wave 1, 1987; (23) National Longitudinal Transition Study of Special Education Students, Wave 2, 1990; (24) National Survey of Family Growth, Cycle IV, 1988; (25) National Health and Nutrition Examination Survey 1 Epidemiologic Followup Study, 1986; (26) Workplace Literacy Assessment, 1990; (27) Young Adult Literacy Survey, 1985; and (28) Youth Risk Behavior Survey, 1991. (DB)

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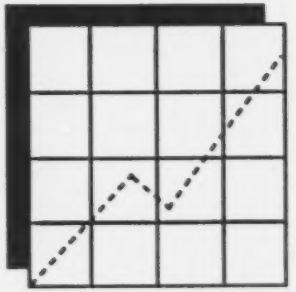
Technical Report 11



Disability Summary Analyses of Select National Data Collection Programs

National Center on Educational Outcomes

The College of Education and Human Development
UNIVERSITY OF MINNESOTA

in collaboration with

St. Cloud State University
and
National Association of State Directors of Special Education

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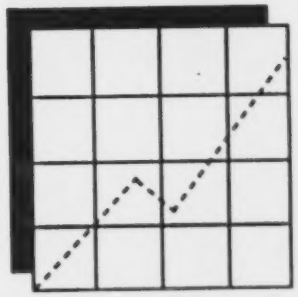

Disability Summary Analyses of Select National Data Collection Programs

Prepared by:
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National Center on Educational Outcomes

The College of Education and Human Development
UNIVERSITY OF MINNESOTA

August, 1995

The National Center on Educational Outcomes (NCEO) was established in October, 1990 to work with state departments of education, national policymaking groups and others to facilitate and enrich the development and use of indicators of educational outcomes for students with disabilities. It is believed that responsible use of such indicators will enable students with disabilities to achieve better results from their educational experiences. The Center represents a collaborative effort of the University of Minnesota, the National Association of State Directors of Special Education and St. Cloud State University.

The Center is supported through a Cooperative Agreement (H159C00004) with the U.S. Department of Education, Office of Special Education programs. Opinions or points of view do not necessarily represent those of the U.S. Department of Education or offices within it.

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Overview

This document includes the disability summary analysis grids of select national data collection programs. Summary analyses have been conducted to document the amount and nature of information on individuals with disabilities in our national data collection programs. The rationale for the selection of these specific data collection programs, the procedures used to review the programs and the future use of this information as it relates to the activities of the National Center on Educational Outcomes (NCEO) can be found in:

> McGrew, K., Spiegel, A., Thurlow, M., Ysseldyke, J., Bruininks, R. & Shriner, J. (1992). Outcomes for children and youth with disabilities: Secondary analysis of national data collection programs. Minneapolis, MN: National Center on Educational Outcomes, University of Minnesota.

Data collection programs included in the current draft of this document, listed alphabetically, are:

1987 Transcript Study
1990 High School Transcript Study
Baccalaureate and Beyond Longitudinal Study, Base Year, 1993
Beginning Postsecondary Student Longitudinal Study, Base Year, 1990
Current Population Survey, March Supplement
Early Childhood Longitudinal Study
General Social Surveys
Longitudinal Study of American Youth
Monitoring the Future
National Adolescent Student Health Survey, 1988
National Adult Literacy Survey, 1992
National Assessment of Educational Progress, 1988
National Assessment of Educational Progress, 1990
National Assessment of Educational Progress, Trial State Assessment Program, 1990
National Crime Survey, National Sample, 1986-1989
National Education Longitudinal Study, Base Year, 1988
National Education Longitudinal Study, First Follow-Up, 1990
National Health and Nutrition Examination Survey, 1976-80
National Health Interview Survey, 1989
National Household Education Survey, 1991
National Household Survey on Drug Abuse, 1992
National Longitudinal Transition Study of Special Education Students, Wave 1, 1987
National Longitudinal Transition Study of Special Education Students, Wave 2, 1990
National Survey of Family Growth, Cycle IV, 1988
NHANES 1 Epidemiologic Followup Study, 1986
Workplace Literacy Assessment, 1990
Young Adult Literacy Survey, 1985
Youth Risk Behavior Survey, 1900-1991

The summary grids for these programs are presented in this same order on the pages that follow.

TITLE: 1987 Transcript Study	DESIGN: Cross-sectional	CONTACT: NCES 555 New Jersey Ave NW Washington, DC 20208-5651	PURPOSE: To link with the 1986 NAEP assessment to provide information on course-taking and its relationship to the knowledge, skills, concepts, understandings, and attitudes of 11th grade students. Also provided information regarding a number of special programs (voc. ed., spec. ed., ESL, science and math).
COLLECTION CYCLE: Single collection period, 1987	SPONSOR: US Dept of Educ NCES		

DATA SOURCE	School records	Special education staff	School administrator / records	
COLLECTION METHOD	Administrative records abstract	Questionnaire	Questionnaire / records abstract	
SAMPLE DESIGN/ DESCRIPTION	34,140 11th grade or 17 year old students selected from nationally representative 1986 NAEP sample and new sample. All eligible students with disabilities from schools selected (n=6,583). 97 % response rate for transcript request (92.2% for students with disabilities). Approximately half of sample participated in 1986 NAEP.	Special Education Student Questionnaire completed for 6,066 (92.2%) of 6,583 students with disabilities who were eligible for inclusion in the sample.	448 (90%) of 497 selected schools provided information.	
GENERAL VARIABLE DOMAINS PRESENT	-Courses completed. -Demographic/background characteristics.	-Handicapping condition. -Severity of cognitive, psycho-social, and physical limitation. -Estimates of reading/math grade level. -Placement in mainstream, resource, and self-contained classes. -Receipt of related services.	-School characteristics and policy information regarding graduation requirements, staffing patterns, courses offered, school and community characteristics.	
DISABILITY RELATED EXCLUSIONARY RULES AND PROCEDURES	Same as used during 1986 NAEP. Students were excluded who were "functionally handicapped" to the extent that they could not participate in the assessment as normally conducted. Specific groups excluded were students with (a) limited English proficiency, (b) behavioral disorders, or (c) physical or mental handicaps, including Educable Mentally Retarded. Exclusion rate of approximately 5% during the 1986 NAEP. Separate special education schools excluded from target population.			
DISABILITY DEFINITIONS AND CATEGORIES	PL 94-142 disability definitions used and included: (a) multihandicapped, (b) mentally retarded, (c) hard of hearing, (d) deaf, (e) speech impaired, (f) visually handicapped/blind, (g) deaf/blind, (h) seriously emotionally disturbed, (i) orthopedically impaired, (j) learning disabled, (k) other health impaired.			
DISABILITY CHARACTERISTICS OF SAMPLE	Students with disabilities comprised 19.3% of the total sample. Of this group, the following disability representation was present: Multi-handicapped (1.2%), mentally retarded (19.1%), hard of hearing (0.7%), deaf (0.3%), speech impaired (0.7%), visually handicapped/blind (0.5%), deaf/blind (0.0%), seriously emotionally disturbed (9.7%), orthopedically impaired (63.4%), learning disabled (0.6%), other health impaired (2.7%). (NCEO/K. McGrew & A. Spiegel 5-6-92)			

TITLE: 1990 High School Transcript Study (HSTS)

DESIGN: Cross sectional

CONTACT: NCES, 555 New Jersey Ave NW, Washington, DC 20208-5651

PURPOSE: To link with the 1990 NAEP assessment to provide information on course-taking and its relationship to the knowledge, skills, concepts, understandings, and attitudes of 12th grade students.

COLLECTION CYCLE: Single collection period, 1990

SPONSOR: US Dept of Educ, NCES

DATA SOURCE	School records	Special education staff	School administrator / records	
COLLECTION METHOD	Administrative records abstract	Questionnaire	Questionnaire / records abstract	
SAMPLE DESIGN/ DESCRIPTION	21,531 12th grade or 17 year old students selected from nationally representative 1990 NAEP sample and new supplemental sample. All eligible students with disabilities from schools selected. 99.6% response rate for transcript request.	Special Education Student Questionnaire completed for of students with disabilities who were included or excluded from the sample.	346 schools provided information.	
GENERAL VARIABLE DOMAINS PRESENT	-Courses completed. -Demographic/background characteristics.	-Handicapping condition. -Severity of cognitive, psycho-social, and physical limitation. -Estimates of reading/math grade level. -Placement in mainstream, resource, and self-contained classes. -Receipt of related services.	-School characteristics and policy information regarding graduation requirements, staffing patterns, courses offered, school and community characteristics.	
DISABILITY RELATED EXCLUSIONARY RULES AND PROCEDURES	Exclusion rate of 4.2%. Based on judgements of school administrators, students with IEPs who were mainstreamed in fewer than 50% of their academic subjects, and/or who were judged incapable of participating meaningfully in the assessment, plus those who were Limited English Proficient (LEP), were excluded. Separate special education schools excluded from target population.			
DISABILITY DEFINITIONS AND CATEGORIES	Federal disability definitions used and included: (a) multihandicapped, (b) mentally retarded, (c) hard of hearing, (d) deaf, (e) speech impaired, (f) visually handicapped/blind, (g) deaf/blind, (h) seriously emotionally disturbed, (i) orthopedically impaired, (j) learning disabled, (k) other.			
DISABILITY CHARACTERISTICS OF SAMPLE	A total of 569 students were identified as having a disability in the final sample. This represents approximately 2.6% of the total sample.			

(NCEO/K. McGrew 5-10-94 Rev)

TITLE: Baccalaureate and Beyond Longitudinal Study (B&B)	DESIGN: Longitudinal	CONTACT: NCES 555 New Jersey Ave NW Washington, DC 20208-5651	PURPOSE: To develop a comprehensive national data base to address policy issues at the postsecondary education level. To address issues of access and entry into graduate education and the work force, the relationship between undergraduate and graduate experiences, and the return on investment in postsecondary education.
COLLECTION CYCLE: Base Year: 1993 Follow-up: 1994, 1996, 1999, 2005	SPONSOR: US Dept of Educ NCES		

DATA SOURCE	Student	Institutional records
COLLECTION METHOD	Interview	Abstract of records and transcripts
SAMPLE DESIGN/ DESCRIPTION	The base year sample will be drawn from the 1993 National Post-secondary Student Aid Study (NPSAS:93). This is usually a multi-stage, stratified nationally representative sample of students in private and public postsecondary institutions. Base year will be for students having completed a BA degree in the 1992-93 academic year. A possible sample size of approximately 77,000 has been mentioned of which about 16,100 are expected to be eligible for B&B.	All information is preliminary, based on May 1991 NCES position paper.
GENERAL VARIABLE DOMAINS PRESENT	-Undergraduate college experiences. -Postbaccalaureate education experiences. -Employment history. -Teaching history (for those in teaching careers). -Other educational experiences. -Postbaccalaureate education plans. -Employment expectations. -Personal goals. -Civic and community activities. -Demographic/background characteristics. -Family information.	-Course credits. -Grades. -Degrees earned. -Courses taken. -Course information. -Total credits earned. -Length of time since first entry into postsecondary education.
DISABILITY RELATED EXCLUSIONARY RULES AND PROCEDURES	No disability specific exclusion criteria.	
DISABILITY DEFINITIONS AND CATEGORIES	Handicap status in categories of: (a) hearing impairment/deafness, (b) speech limitations/disability, (c) orthopedic disability/limitations, (d) learning disability, (e) partially sighted or blind, (f) other health related disability.	
DISABILITY CHARACTERISTICS OF SAMPLE	None. Study is still in planning stage.	

(NCEO/K. McGrew & A. Spiegel 1-28-93 Rev)

TITLE: Beginning Postsecondary Student Longitudinal Study, Base Year drawn from NPSAS: 90 (BPS: 90)

DESIGN: Longitudinal

CONTACT: NCES, 555 New Jersey Ave NW, Washington, DC 20208-5651

PURPOSE: To answer questions regarding post-secondary education at the national level. To gather information on persistence, progress, curriculum, attainment, and outcomes from initial time of entry into postsecondary education through leaving and entering the work force.

COLLECTION CYCLE: Base Year: 1990; Follow-ups: 1992, 1994, 1996, 1998

SPONSOR: US Dept of Educ, NCES

DATA SOURCE	Student	Parent	Institutional Records
COLLECTION METHOD	Interview	Interview	Student Records Abstract
SAMPLE DESIGN/ DESCRIPTION	Base year sample was drawn from the NPSAS: 90 sample which is a multi-stage, stratified, nationally representative sample of 51,430 students (77% participation rate) who entered post-secondary education in public and private institutions in 1989-90. Of those, approximately 7,650 were eligible for BPS follow-up studies	From total sample of students, a subsample of 16,106 parents (87% participation rate), primarily focusing on parents of students eligible for BPS and parents of other under-graduate dependent students.	Nationally representative sample of 1,130 (91% participation rate) public and private pose-secondary education institutions which provide information on individual students.
GENERAL VARIABLE DOMAINS PRESENT	-Demographic characteristics. -Reasons for school selection. -Employment and income. -Community service. -Background and preparation for college. -College experience. -Future expectations. -Enrollment status. -Financial costs of education. -Eligibility for financial aid. -Parental characteristics. -Attitudes.	-Demographic characteristics. -Income and occupation. -Financial condition. -Financial support provided to children. -Methods of financing child's education.	-Major field of study. -Type and control of institution. -Financial aid. -Cost of attendance. -Student demographic characteristics. -Family income. -Student enrollment status.
DISABILITY RELATED EXCLUSIONARY RULES AND PROCEDURES	No disability specific exclusion criteria.		
DISABILITY DEFINITIONS AND CATEGORIES	Information collected on whether student had functional limitations, disabilities, or handicaps in the categories of: (a) hearing impairment, (b) speech disability, (c) orthopedic or mobility limitation, (d) learning disability, (e) vision impairment that cannot be corrected by glasses, (f) other disabilities.		
DISABILITY CHARACTERISTICS OF SAMPLE	Currently no information reported by specific disability categories. Across categories, 5.1% of graduate students and 6.6% of undergraduates in total sample classified as having some form of functional limitation, disability, or handicap. (NCEO/K. McGrew 2-5-94 Rev)		

Final methodology report not yet available. Disability specific information will be checked/verified once this report is available.

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TITLE: Current Population Survey (CPS)	DESIGN: Cross-sectional	CONTACT: CPS Branch Bureau of Census Washington, DC 20233	PURPOSE: To collect information on the employment situation and the demographic status of the population, and specifically in the March CSP, to gather data on work experience, income, non-cash benefits, and migration.
COLLECTION CYCLE: Monthly, since the 1940's	SPONSOR: US Bureau of the Census		

DATA SOURCE	Adult member of household		
COLLECTION METHOD	Interview		
SAMPLE DESIGN/ DESCRIPTION	A multi-stage stratified nationally representative sample of the civilian noninstitutionalized U.S. population. Approximately 114,500 individuals 15 yrs. old or above are interviewed each month. Demographic data collected on approximately 33,500 children (0-14 yrs.) each month.		
GENERAL VARIABLE DOMAINS PRESENT	-Family and household demographics and characteristics. -Current employment status. -Income level and sources. -Non-cash benefits. -Work experience. -Relationship/marital status. -Work status. -Work disability.		
DISABILITY RELATED EXCLUSIONARY RULES AND PROCEDURES	None reported.		
DISABILITY DEFINITIONS AND CATEGORIES	No specific disability categories used. Information on "reasons for not working" includes health problems or a disability.		
DISABILITY CHARACTERISTICS OF SAMPLE	In 1988 survey, 8.6 % reported a work disability. In 1991 survey, 7.0 % reported a health problem or disability that prevented or limited their employability.		

(NCEO/K. McGrew & A. Spiegel 2-02-94 Rev)

TITLE: Early Childhood Longitudinal Study (ECLS)

DESIGN: Longitudinal

CONTACT: NCES, 555 New Jersey Ave NW, Washington, DC 20208-5651

PURPOSE: To collect information on the education experiences of young children to answer questions concerning how children's health, family, and educational histories affect their chances of succeeding in school.

COLLECTION CYCLE: Annual follow-ups

SPONSOR: US Dept of Educ NCES

DATA SOURCE	Child	Parent/guardian	Teachers, care providers, and health care providers	Child care programs/schools
COLLECTION METHOD				
SAMPLE DESIGN/ DESCRIPTION	Proposed data collection for nationally representative birth and kindergarten cohorts. The birth cohort would included approximately 10,000 to 15,000 children (possibly in a collaborative effort with the National Center for Health Statistics). The school-based cohort would include approximately 25,000 kindergarten children. Plans include collecting data twice on the kindergarten cohort during the base year (beginning and end of the school year). Plans may include the incorporation of several smaller in-depth samples for special studies.			
GENERAL VARIABLE DOMAINS PRESENT	Information not yet available. Study is still in the planning stage.			
DISABILITY RELATED EXCLUSIONARY RULES AND PROCEDURES	Information not yet available. Study is still in the planning stage.			
DISABILITY DEFINITIONS AND CATEGORIES	Information not yet available. Study is still in the planning stage.			
DISABILITY CHARACTERISTICS OF SAMPLE	Information not yet available. Study is still in the planning stage.			

All information is preliminary, based on May 21, 1992 draft proposal paper.

(NCEO/K. McGrew & A. Spiegel 7-31-92 Rev)

TITLE: General Social Surveys (GSS)	DESIGN: Cross-sectional	CONTACT: NORC Univ. of Chicago 1155 E. 6th St. Chicago, IL. 60637	PURPOSE: The purpose of this survey is to assess changes and constants in social opinions and characteristics and to distribute new, high quality, and interesting information related to social opinions and characteristics. A general social indicator survey.
COLLECTION CYCLE: Annually since 1972	SPONSOR: National Science Foundation		

DATA SOURCE	Adults in U. S. households
COLLECTION METHOD	Telephone survey
SAMPLE DESIGN/ DESCRIPTION	A multi-stage, nationally representative probability sample of adults 18 years of age and older living in non-institutional arrangements. The sample includes approximately 1,500 individuals.
GENERAL VARIABLE DOMAINS PRESENT	-Demographic characteristics -Ecology -Family and Life Cycle (e.g., age, marriage and family structure, sex, and children and fertility) -Socioeconomic status (e.g., labor force, education, income, class - subjective rank, and housing) -Primordial groups (e.g., ethnicity, religion, and race) -Politics (e.g., domestic and international attitudes and beliefs) -Social Psychology (e.g., group memberships and morale) -Other (e.g., crime, punishment, and violence, health, leisure, and miscellaneous)
DISABILITY RELATED EXCLUSIONARY RULES AND PROCEDURES	None used.
DISABILITY DEFINITIONS AND CATEGORIES	None used.
DISABILITY CHARACTERISTICS OF SAMPLE	No disability specific information reported.

(NCEO/K. McGrew 8-09-94 Rev)

TITLE: Longitudinal Study of American Youth (LSAY)

DESIGN: Longitudinal

CONTACT: Northern Illinois University, Public Opinion Lab, Dekalb, IL 60115

PURPOSE: To assess student's attitudes toward science and mathematics as areas of study and possible career choices, particularly as they relate to public policy issues.

COLLECTION CYCLE: Base Year: 1987, Annually until 1991.

SPONSOR: National Science Foundation

DATA SOURCE	Student	Parent	Teacher	Principal
COLLECTION METHOD	Questionnaire/Tests	Questionnaire	Questionnaire	Questionnaire
SAMPLE DESIGN/ DESCRIPTION	2-stage stratified nationally representative sample of 7th & 10th graders in 1987 (Base yr) from public schools. 7th grade n=3,116; 10th grade n=2,829. Total n=5,860 in base year.	Parents of students described in student sampling plan. Of the 3 parent questionnaires conducted from 1988 to 1990, at least one interview was completed by 6,168 parents (90%).	Questionnaire 1 was completed by all science and math teachers in participating schools (1,379; 76 % response rate). Questionnaire 2 was completed by teachers of sampled students for each class. (76-89% response rate for yrs 1-3) (n =1,699 - 2,081).	94 % of principals in the participating schools.
GENERAL VARIABLE DOMAINS PRESENT	-Academic achievement in science and mathematics. -Demographic/background characteristics. -Educational/occupational plans. -Attitudes toward school. -School related activities. -School performance. -Attitudes toward math/science. -Self-esteem. -Parental guidance/involvement.	-Family demographic/background characteristics. -Opinion/values of school. -School/parent involvement. -Educational/Occupational goals. -Involvement in student plans. -Opinion/values. -Use of magazines, newspapers, TV programs.	Questionnaire 1 -teaching experience. -work conditions in school. -educational background. Questionnaire 2 -ability level of class. -textbook used. -course objectives. -teacher's expectations for the students.	-Demographics. -School characteristics. -Special programs. -School resources.
DISABILITY RELATED EXCLUSIONARY RULES AND PROCEDURES	No formal procedures used. Exclusion from base year sample was attributed to "declining" or "refusing". 83 % of original target sample participated in base year. In addition, of the original 6,860 participants, 506 (7.3%) were classified as permanent refusals; 205 of these were from schools that decided to drop out of the study.			
DISABILITY DEFINITIONS AND CATEGORIES	Student report of participating in special classes for the educationally handicapped or for the physically handicapped.			
DISABILITY CHARACTERISTICS OF SAMPLE	In 1988, 4.6 % reported enrollment in classes for educationally handicapped; 3.9 % in classes for physically handicapped. In 1989, 3.6 % reported enrollment in classes for educationally handicapped; 2.0 % in classes for physically handicapped. (NCEO/K. McGrew & A. Spiegel 8-18-92 Rev)			

TITLE: Monitoring the Future (MTF)	DESIGN: Longitudinal & Cross-sectional	CONTACT: Inst for Soc Research Univ of Michigan-Ann Arbor, Michigan 48106-1248	PURPOSE: To investigate the preferences, values, and changing lifestyles of U S students in grades 8-12. Follow-up trend data concerning similar issues and post-high school experiences are also gathered from samples of former survey participants who have graduated from high school each year.
COLLECTION CYCLE: Annually, since 1975	SPONSOR: Nat Institute on Drug Abuse		

DATA SOURCE	Students	Young Adults
COLLECTION METHOD	Questionnaire	Questionnaire
SAMPLE DESIGN/ DESCRIPTION	A multi-stage nationally representative sample of 16,000 to 18,000 male and female public and private high school students in grade 12 serve as the base year for the longitudinal survey. Similar sized samples were added in grades 8 and 10 in 1991. Approximately 80 percent of targeted subjects provided valid data. Drop outs are excluded from the sampling plans.	A longitudinal follow-up of a randomly selected sub-sample of students originally surveyed as high school seniors. Two groups are selected, consisting of approximately 1,200 individuals. One group is surveyed one year after graduation, the other 2 years after. Each group is then surveyed on a two year cycle thereafter.
GENERAL VARIABLE DOMAINS PRESENT	-Demographic/background characteristics -High school educational and employment experiences, role behaviors, & satisfactions -Drug behaviors, attitudes, & related factors -Other relevant social values, attitudes, and behaviors (e.g. personal lifestyles, confidence in social institutions, intergroup & interpersonal relations & attitudes, social & ethical issues)	-Background variables -Post-high school experiences, role behaviors, & satisfactions -Drug behaviors, attitudes, & related factors -Other relevant social values, attitudes, and behaviors (e. g. personal lifestyles, confidence in social institutions, intergroup & interpersonal relations & attitudes, social & ethical issues)
DISABILITY RELATED EXCLUSIONARY RULES AND PROCEDURES	Individuals who are "severely handicapped in reading ability" are excluded.	
DISABILITY DEFINITIONS AND CATEGORIES	None used.	
DISABILITY CHARACTERISTICS OF SAMPLE	No specific information reported.	

(NCEO/K. McGrew & 4-14-94 Rev)

TITLE: National Adolescent Student Health Survey (NASHS), 1988

DESIGN: Cross-sectional

CONTACT: AAHPERD 1900 Association Drive Reston, Virginia 22091

PURPOSE: To examine the health-related knowledge, practices, and attitudes of the nation's youth in the areas of AIDS, nutrition, consumer health, sexually transmitted disease, drug and alcohol use, suicide, injury prevention, and violence.

COLLECTION CYCLE: Single collection period, 1988

SPONSOR: NIDA, CDC

DATA SOURCE	Student		
COLLECTION METHOD	Questionnaire		
SAMPLE DESIGN/ DESCRIPTION	Multi-stage, stratified, nationally representative sample of 8th and 10th grade students in public and private schools. Final sample based on 224 schools (76 % participation rate) and included 11,419 students (89 % and 86 % participation rates at 8th and 10th grades respectively).		
GENERAL VARIABLE DOMAINS PRESENT	-Demographics and characteristics. -Nutrition. -Consumer health. -Sexually transmitted disease. -AIDS. -Tobacco, drug, and alcohol use. -Suicide. -Violence. -Injury prevention.		
DISABILITY RELATED EXCLUSIONARY RULES AND PROCEDURES	Non-English speaking and full-time special education students were excluded.		
DISABILITY DEFINITIONS AND CATEGORIES	None used.		
DISABILITY CHARACTERISTICS OF SAMPLE	No disability specific information reported.		

(NCEO/K. McGrew & A. Spiegel 8-18-92 Rev)

TITLE: National Adult Literacy Survey (NALS)	DESIGN: Cross-sectional	CONTACT: ETS Rosedale Road 05-P Princeton, NJ 08541	PURPOSE: To collect information on the types and levels of literacy skills adults living in the United States possess and how these skills are distributed across major subgroups. To provide an accurate benchmark for measuring the literacy capabilities of adults.
COLLECTION CYCLE: 1992, 1996	SPONSOR: US Dept. of Educ NCES		

DATA SOURCE	Adult		
COLLECTION METHOD	Interview /Tests		
SAMPLE DESIGN/ DESCRIPTION	Multi-stage, stratified, clustered, nationally representative sample of adults (16 years of age and older) in the United States. Sample plan is to assess 15,000 adults. Approximately 15,900 subjects (12,200 aged 16-24; 2,700 65+, 1,000 incarcerated adults). Twelve individual states volunteered to participate in separate state sampling of 1,000 adults aged 16-64.		
GENERAL VARIABLE DOMAINS PRESENT	-General Language background. -Labor force participation. -Educational background and experiences. -Demographic information. -Prose literacy. -Document literacy. -Quantitative literacy. -Social & political participation. -Literacy activities and collaboration.		
DISABILITY RELATED EXCLUSIONARY RULES AND PROCEDURES	Individuals excluded if they are unable to complete background questionnaire or test exercises due to: (a) language problem, (b) physical disability, (c) mental disability, or (d) reading disability. Exclusion decision is made by interviewer. A noninterview report describing disability in more detail is completed for each excluded individual. For individuals determined to be unable to respond due to severe literacy problems, the plan is to treat their data as if they got none of the items correct. Individuals living in group residences are excluded from the sampling plan.		
DISABILITY DEFINITIONS AND CATEGORIES	Self report of learning disability, mental or emotional condition, mental retardation, speech disability, physical disability, long term illness (6 months or more), other health impairment, functional vision impairment, functional hearing impairment.		
DISABILITY CHARACTERISTICS OF SAMPLE	Data not yet available.		

(NCEO/K. McGrew & A. Spiegel 9-30-93 Rev)

TITLE: National Assessment of Educational Progress - 1988 (NAEP:88)

DESIGN: Cross-sectional

CONTACT: NAEP - ETS Box 2923 Princeton, NJ 08541

PURPOSE: To monitor the knowledge, skills, understanding, and attitudes of the nation's children and youth ("Nations Report Card"). To make objective data about student performance available at the national and regional levels. Key areas: Instructional practices, at-risk students, teacher work-force, effective schools.

COLLECTION CYCLE: Since 1988, assesses grades 4, 8, and 12. Since 1990, every two years (different subject areas each time) - 1988; 1990; 1992; etc.

SPONSOR: US Dept of Educ NCES - ETS

DATA SOURCE	Student	Teacher	School Administrator	
COLLECTION METHOD	Test/Questionnaire	Questionnaire	Questionnaire	
SAMPLE DESIGN/ DESCRIPTION	4-stage stratified probability sample. Nationally representative samples for 3 age-grade cohorts (9/4th; 13/8th; 17/12th) from public/private schools (approx. 86 % school participation). Total n=121,062 (Main samples n=87,323; Bridge samples n=33,739).	769 reading teachers of 3,901 students in 4th grade cohort (main assessment sample). 756 writing teachers of 3,570 students in 8th grade cohort (main assessment sample).	994 school administrators completed questionnaires from 1,061 schools in main assessment sample. 429 questionnaires from 457 schools in bridge samples. Schools selected during second stage of sampling plan.	
GENERAL VARIABLE DOMAINS PRESENT	-Academic performance in five subject areas (reading, writing, civics, U.S. history, geography). -Demographic/background characteristics. -Subject-specific background & attitude information which varied by subject area (e.g., instructional experiences, topics studied, amount of homework, enjoyment, personal & social use of skills, subject courses taken, etc.).	-Teacher characteristics. -Classroom curriculum and teaching methods. -Characteristics of students excluded from data collection (Excluded Student Questionnaire).	-School characteristics and policy information regarding administration, staffing patterns, special programs, subject requirements, and school resources.	

DISABILITY RELATED EXCLUSIONARY RULES AND PROCEDURES	Based on judgements of school staff, students with limited English proficiency, mild retardation (educable), or functional disability (temporary or permanent physical disability) were excluded. Exclusion rates varied by age/grade cohorts from 3.0 % to 6.3 % of originally selected students, with average exclusion rate of 5.7 % . Separate Excluded Student Questionnaire completed by school personnel for each excluded student. Separate special education schools excluded from target population.
DISABILITY DEFINITIONS AND CATEGORIES	None used to describe final sample. Only disability related information gathered in reference to excluded students via Excluded Student Questionnaire which included information on ethnicity, reason for exclusion, functional grade levels, percent of mainstreaming and special education, areas of special education service, type of disability (multidisabled, mentally retarded, hard of hearing, deaf, speech-impaired, visually handicapped/blind, deaf/blind, emotionally disturbed, orthopedically impaired, learning disabled, other), degree of disability (mild, moderate, severe, profound).
DISABILITY CHARACTERISTICS OF SAMPLE	No data reported.

(NCEO/K. McGrew & A. Spiegel 2-17-92 Rev)

TITLE: National Assessment of Educational Progress -1990 (NAEP: 90)

DESIGN: Cross-sectional

CONTACT: NAEP - ETS Box 2923 Princeton, NJ 08541

PURPOSE: To monitor the knowledge, skills, understanding, and attitudes of the nation's children and youth ("Nations Report Card"). To make objective data about student performance available at the national and regional levels

COLLECTION CYCLE: Assessed grades 4,8, and 12 in reading, mathematics, science, and writing.

SPONSOR: US Dept. of Educ. NCES - ETS

DATA SOURCE	Student	Teacher	School Administrator	
COLLECTION METHOD	Questionnaire	Questionnaire	Questionnaire	
SAMPLE DESIGN/ DESCRIPTION	4-stage stratified probability sample. Nationally representative samples for three age-grade cohorts (9/4th, 13/8th, 17/12th) from public/private schools (87% school participation). Total n = 146,478 (main samples n = 90,081; bridge samples n = 56,397.	882 math teachers of 5,436 fourth-grade students (main assessment sample). 597 math teachers of 4,908 eighth-grade students (main assessment sample).	1,915 school administrators completed questionnaires from 2,099 schools in main and bridge assessment samples.	
GENERAL VARIABLE DOMAINS PRESENT	-Academic performance in four subject areas (reading, mathematics, science, and writing). -Demographic/background characteristics. -Subject-specific background & attitude information some which varied by subject area (e.g., expectations, instructional experiences, homework, subject courses taken, parent characteristics)	-Teacher characteristics. -Classroom curriculum and teaching methods. -Characteristics of students excluded from data collection (Excluded Student Questionnaire.)	-School and principal characteristics and policy information regarding administration, staffing patterns, special programs and services, subject requirements, tracking, curriculum, testing, priorities, problems, parental involvement, and school and community resources.	
DISABILITY RELATED EXCLUSIONARY RULES AND PROCEDURES	Based on school staff judgments, students with mild retardation (educable) or functional disability were excluded if mainstreamed less than 50% of the time and/or were considered unassessable by the IEP team. Exclusion rates varied by age/ grade cohorts from 4.4% to 6.5% of selected students, with average exclusion rate of 5.5%. Separate Excluded Student Questionnaire completed by school personnel for each excluded student. Separate special education schools excluded from target population.			
DISABILITY DEFINITIONS AND CATEGORIES	None used to describe final sample. Only disability related information gathered in reference to excluded students via Excluded Student Questionnaire which included information on ethnicity, reason for exclusion, functional grade levels, percent of mainstreaming and special education, areas of special education service, type of disability (multidisabled, mentally retarded, hard of hearing, deaf, speech-impaired, visually handicapped/blind, deaf/blind, emotionally disturbed, orthopedically impaired, learning disabled, other), degree of disability (mild, moderate, severe, profound).			
DISABILITY CHARACTERISTICS OF SAMPLE	No data reported.			

(NCEO/K. McGrew 7-08-94 Rev)

TITLE: National Assessment of Educational Progress (NAEP) Trial State Assessment Program - 1990

DESIGN: Cross-sectional

CONTACT: NAEP - ETS Box 2923 Princeton, NJ 08541

PURPOSE: To monitor the knowledge, skills, understanding, and attitudes of the nation's children and youth ("Nations Report Card") at the state level to allow for inter-state comparisons.

COLLECTION CYCLE: 1990 - 8th graders in math; 1992 - 4th graders in math and reading, 8th graders in math

SPONSOR: US Dept of Educ NCES - ETS

DATA SOURCE	Student	Teacher	School Administrator	
COLLECTION METHOD	Test/Questionnaire	Questionnaire	Questionnaire	
SAMPLE DESIGN/ DESCRIPTION	40 stratified probability samples of public school 8th graders within each of 40 participating jurisdictions (37 states; DC; 2 territories). Average state sample had weighted participation rates of 97.6% (schools) and 93.9% (students). Total n=100,849 students assessed across jurisdictions (approx. 2,500 per jurisdiction).	Average state weighted percent of assessed students with matched mathematics teacher questionnaire was 88.9 %.	Average state weighted percent of assessed students with matched school characteristics and policy questionnaire was 98.5%.	
GENERAL VARIABLE DOMAINS PRESENT	-Academic performance in math according to 3 abilities and 5 content areas. -Demographic/background characteristics. -Type of math experiences and practices; time spent studying math; attitudes toward math.	-Teacher characteristics. -Classroom curriculum and teaching methods. -Characteristics of students excluded from data collection (Excluded Student Questionnaire).	-School characteristics and policy information regarding administration, staffing patterns, special programs and services, school resources and facilities, community services, school policies, attendance/enrollment data, and school-wide problems.	
DISABILITY RELATED EXCLUSIONARY RULES AND PROCEDURES	Based on judgements of school administrators, students with IEPs who were mainstreamed in fewer than 50 % of their academic subjects, and/or who were judged incapable of participating meaningfully in the assessment, plus those who were Limited English Proficient (LEP), were excluded. Average jurisdiction exclusion rate of students with IEP was 4.4 % of each total jurisdiction sample. Across jurisdictions, 52.7 % of students with IEPs excluded, and 52.6 % of LEP students excluded. Excluded Student Questionnaire completed by school staff for each excluded student. Separate special education schools excluded from target population.			
DISABILITY DEFINITIONS AND CATEGORIES	Students classified as IEP/LEP or not. Disability specific information gathered in reference to excluded students via Excluded Student Questionnaire which included information on ethnicity, reason for exclusion, functional grade levels, percent of mainstreaming and special education, areas of special education service, type of disability (multidisabled, mentally retarded, hard of hearing, deaf, speech-impaired, visually handicapped/blind, deaf/blind, emotionally disturbed, orthopedically impaired, learning disabled, other), degree of disability (mild, moderate, severe, profound). No speech data reported yet.			
DISABILITY CHARACTERISTICS OF SAMPLE	8.3 % of final sample on IEP. 1.4 % of final sample designated as LEP.			

(NCEO/K. McGrew & A. Spiegel 2-17-92 Rev)

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TITLE: National Crime Survey (NCS): National Sample 1986-1989 (Near Term Data)	DESIGN: Cross-sectional	CONTACT: Bureau of Justice Statistics US Dept of Justice Washington, DC 20531	PURPOSE: To collect national data on personal and and household victimization in order to obtain information: (a) on victims and consequences of crime, (b) on estimates of crimes reported and not reported, and (c) to permit comparisons over time.
COLLECTION CYCLE: Three year cycle	SPONSOR: US Dept of Justice		

DATA SOURCE	Household members		
COLLECTION METHOD	Interview		
SAMPLE DESIGN/ DESCRIPTION	Stratified, multi-stage, clustered, nationally representative sample of approximately 59,000 housing units (approximately 50,000 households actually interviewed). 151,846 individuals included in 1986-1989 sample. Six rotated subsamples are interviewed 7 times every 6 months for a period of 3 years. All household members 12 years of age or older are interviewed.		
GENERAL VARIABLE DOMAINS PRESENT	-Demographic characteristics. -Characteristics of crime victims and offenders. -Extent of injury and economic loss. -Types of crimes experienced. -Crime reporting behavior. -Characteristics and circumstances of victimization.		
DISABILITY RELATED EXCLUSIONARY RULES AND PROCEDURES	Information regarding individuals "incapable of responding due to physical or mental incapacity" collected through proxies, unless a proxy was not available. Institutionalized individuals not included in sampling frame.		
DISABILITY DEFINITIONS AND CATEGORIES	None used. Only disability related information collected is whether proxy was used for individuals "incapable of responding due to physical or mental incapacity".		
DISABILITY CHARACTERISTICS OF SAMPLE	No data reported (no specific disability category information collected).		

(NCEO/K. McGrew & A. Spiegel 7-14-92 Rev)

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TITLE: National Education Longitudinal Study of 1988, Base Year (NELS:88)	DESIGN: Longitudinal	CONTACT: NCES 555 New Jersey Ave NW Washington, DC 20208-5651	PURPOSE: To assess the baseline experiences of 8th grade students and relate these experiences to current academic achievement and to later achievement in school and life. Key areas: math/science, effective schools, academic growth, dropouts, disadvantaged students, language minorities, transition to H.S., peer groups.
COLLECTION CYCLE: Base Year: 1988 Follow-ups: 1990, 1992, 1994	SPONSOR: US Dept of Educ NCES - NORC		

DATA SOURCE	Student	Parent	Teacher	School Administrator
COLLECTION METHOD	Questionnaire/Tests	Questionnaire	Questionnaire	Questionnaire
SAMPLE DESIGN/ DESCRIPTION	2-stage stratified clustered nationally representative sample of 8th graders in 1988. 1,057 of 1,655 selected schools participated (63.9 %). 24,599 of 26,435 selected completed questionnaire (93.1 %). 23,701 of 24,599 selected completed tests (96.4 %)	22,651 parents of 24,599 8th graders (92.1 %) who completed student questionnaire. Mothers (78%), fathers (17.5%), and others (4%).	5,193 teachers of 23,188 of the 24,599 8th graders (94.3 %) who completed student questionnaire. Full and part-time teachers in math, science, English/language arts, and social studies.	Stratified random nationally representative sample of 1,057 public/private schools with 8th graders from 1,655 selected (63.9 %). Useable data from 1,052 of 1,057 schools (99.5 %), 1,035 of 1,057 (97.9 %) with student data.
GENERAL VARIABLE DOMAINS PRESENT	-Demographics. -Home characteristics. -Work status. -Opinions, attitudes, & values. -School characteristics and atmosphere. -School work. -School performance. -Guidance. -Special programs. -After-school supervision. -Involvement in community. -After-school activities. -Life goals.	-Demographics. -Home characteristics. -Work status. -School atmosphere. -School work. -School performance. -Guidance. -Special programs. -After-school supervision. -Involvement in community. -After-school activities. -Life goals. -Financial assistance.	-Demographics. -Home characteristics. -Work status. -Opinion values. -School atmosphere. -School work. -School performance. -Special programs.	-Demographics. -Home characteristics. -School characteristics. -School atmosphere. -School work. -Guidance. -Special programs. -Financial assistance.
DISABILITY RELATED EXCLUSIONARY RULES AND PROCEDURES	Excluded students with severe mental disabilities (3.04%) or significant physical disabilities (0.41%). Separate special education schools excluded from target population. Special follow-up study of base year ineligibles completed in 1990. Special follow-up study of base year (1988) and first follow-up (1990) ineligibles to be completed in 1992.			
DISABILITY DEFINITIONS AND CATEGORIES	Based on parent, teacher, and/or school record sources classified whether: (a) hearing impaired or not, (b) past participation in program for individuals with disabilities, (c) currently in program for individuals with orthopedic or learning disabilities, (d) report of disability which interferes with school work.			
DISABILITY CHARACTERISTICS OF SAMPLE	Hearing impaired - 3.2%; Past participation in program for individuals with disabilities - 21.5%; Currently in program for individuals with orthopedic or learning disabilities - 4.3%; Teacher report of disability which interferes with school work - 6.3 % (NCEO/K. McGrew & A. Spiegel 7-19-94 Rev)			

TITLE: National Education Longitudinal Study of 1988 (NELS: 88) First Follow-up (NELS: 90)	DESIGN: Longitudinal	CONTACT: NCES 555 New Jersey Washington, DC 20208-5651	PURPOSE: To provide trend data about critical transitions experienced by students as they leave elementary school and post-secondary institutions or enter the work force. Data on educational processes and outcomes will be collected over time to examine student learning, predictions of dropping out and school effects on learning opportunities.
COLLECTION CYCLE: Base Year: 1988 Follow-ups: 1990, 1992, 1994	SPONSOR: U S Dept of Educ NCES		

DATA SOURCE	Student	Teachers	School Administrator	
COLLECTION METHOD	Questionnaire/tests	Questionnaire	Questionnaire	
SAMPLE DESIGN/ DESCRIPTION	21,974 students in 1988 base year "core" sample and 1,229 "freshened" subjects sampled. A total of 20,706 subjects were assessed. 1,043 subjects were drop outs. 676 students deemed ineligible during the base year were sampled, of which 343 were found to be eligible for the follow-up. Overall sample response rate of 91.1%.	Up to two teachers of each follow-up core sample member were asked to complete the questionnaire. Approximately 12,690 teachers participated.	The questionnaire was sent to chief administrators of all schools with follow-up sample students. 1,296 school administrator questionnaires were completed. 17,663 students were covered (92% of the student sample).	
GENERAL VARIABLE DOMAINS PRESENT	-Demographics -Achievement in math, science, reading, and social studies. -Home characteristics -Family & friends -Work status -Opinions, attitudes, & values -School atmosphere -School work -School performance -Special programs -After-school activities -Life goals	-Background information -Parental school involvement -School climate -Student achievement -Instructional methods and content -Teachers' assessments of students' school-related behavior, academic performance, and educational/ career goals. -Home characteristics -Work status	-School, student and teacher characteristics -School policies and practices -School grading & testing structure -School programs and facilities -Parent involvement in school activities -School climate	
DISABILITY RELATED EXCLUSIONARY RULES AND PROCEDURES	Same as NELS: 88 base year. Students for whom tests would be unsuitable (i.e. mentally handicapped students) and students whose physical or emotional problems would have made participation in survey unduly difficult. Because ineligibles were excluded prior to base year sample selection,a simulated sample including these ineligibles was selected. However, with respect to base year ineligibles, an attempt was made to include them in the follow-up sample. Eligibility status of the students in this sample was reassessed and student questionnaire data was obtained from those deemed able to complete the survey. Demographic data was obtained from the rest of the subsample(those unable to complete the survey). A total of 343 of the 674 base year ineligible students were found to be eligible for this follow-up.			
DISABILITY DEFINITIONS AND CATEGORIES	Participation in a program for educationally handicapped or physically handicapped students.			
DISABILITY CHARACTERISTICS OF SAMPLE	1.7% of sample reported having been in a program for educationally handicapped students. 1.2 % reported having been in a program for physically handicapped students. (NCEO/K. McGrew 7-19-94 Rev)			

TITLE: National Health and Nutrition Examination Survey, 1976-1980 (NHANES II)	DESIGN: Cross-sectional	CONTACT: Public Health Serv. NCHS 3700 E-W Highway Hyattsville, MD 20782	PURPOSE: To measure and monitor indicators of the nutritional status of the American people. To provide estimates of prevalence of conditions, identify possible health problems, to monitor health and nutritional status over time, and to examine the relationships between health and nutritional variables in the population.
COLLECTION CYCLE: 1971-74 (NHANES I) 1976-80 (NHANES II 1988-94 (NHANES III)	SPONSOR: US Dept Health & Human Serv.		

DATA SOURCE	Adult member of household	Sampled Individuals
COLLECTION METHOD	Interview/Questionnaire	Medical Examination
SAMPLE DESIGN/ DESCRIPTION	Stratified, multi-stage, nationally representative probability sample of non-institutionalized civilians from 6 months to 74 years of age. Of the 27,803 sampled individuals, 20,325 were examined (73.1 %).	
GENERAL VARIABLE DOMAINS PRESENT	-Demographics. -Medical history. -Diet. -Medication/vitamin use. -Health related behaviors.	-Dental exam. -X-rays. -ECG. -Body measurements. -Spirometry. -Allergy tests. -Hearing and vision. -Blood and urine tests. -Speech exam.
DISABILITY RELATED EXCLUSIONARY RULES AND PROCEDURES	No mention made of procedures for dealing with persons with disabilities in "1976-80 Plan and Operation" technical report. Adult proxies where used to gather information regarding persons with disabilities in NHANES I.	
DISABILITY DEFINITIONS AND CATEGORIES	No specific disability-related variables or categorical system used. Variety of questions asked for information about possible physical impairments (hearing, vision, speech, orthopedics)	
DISABILITY CHARACTERISTICS OF SAMPLE	No disability specific information reported. (NCEO/K. McGrew & A. Spiegel 1-28-93 Rev)	

TITLE: National Health Interview Survey (NHIS) - 1989	DESIGN: Cross-sectional	CONTACT: Public Health Serv. NCHS 3700 E-W Highway Hyattsville, MD 20782	PURPOSE: To provide information on the health of the civilian noninstitutionalized population of the United States. Surveys from 1985-1994 designed to serve as the cornerstone of the National Center for Health Statistics Integrated Survey Design (ISD) program, which will allow for the linkage of NCHS surveys.
COLLECTION CYCLE: Annually since 1957	SPONSOR: US Dept Health & Human Serv.		

DATA SOURCE	Household members		
COLLECTION METHOD	Interview		
SAMPLE DESIGN/ DESCRIPTION	A continuous, stratified, multi-stage probability sample. Each weekly series of interviews selected to be nationally representative of household members from less than 1 year of age to over 75 years. All adult members of a selected household who are 17 years of age or older, and who are home at the time of the interview, are invited to participate. Information on children and adults not home provided by adult proxy (19 years old or above). Proxies also respond for individuals living under their care who are unable to respond. 116,929 persons from 45,711 participating households in 1989. 95-98 % of selected households typically respond.		
GENERAL VARIABLE DOMAINS PRESENT	Each survey consists of two parts. Part one is relatively the same each year and consists of demographic and basic health questions (disability days, physician visits, acute/chronic conditions, long-term limitation of activities, short-stay hospitalization data). Part two covers special topics that differ each year (e.g., AIDS, aging, dental care, etc.). 1989 special topic questions included: health care coverage, adult immunization, severe and persistent mental illness, dental health, diabetes, orofacial pain, digestive disorders, and knowledge and attitudes about AIDS.		
DISABILITY RELATED EXCLUSIONARY RULES AND PROCEDURES	Individuals excluded who are either (1) patients in long-term care facilities, (2) on active duty with U.S. armed services, or (3) a U.S. national living in a foreign country. There are no disability-specific exclusion criteria. Information regarding individuals with disabilities collected through the use of adult proxies.		
DISABILITY DEFINITIONS AND CATEGORIES	Variables that are related to special education disability categories include (a) type of mental illness, (b) blindness, (c) other visual impairment, (d) deafness, (e) other hearing impairment, (f) stammering & stuttering, (g) other speech impairment, (h) mental retardation, and (i) variety of physical or orthopedic impairments.		
DISABILITY CHARACTERISTICS OF SAMPLE	Detailed sample description by disability-related variables not reported. Selected information presented in 1989 report found that the school age sample (under 18 years) contained the following percent of three categories: 0.9 % visual impairment, 1.6 % hearing impairment, and 1.7 % speech impairment		

(NCEO/K. McGrew & A. Spiegel 5-6-92 Rev)

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TITLE: National Household Education Survey (NHES) -1991	DESIGN: Cross-sectional	CONTACT: NCES 555 New Jersey Ave NW Washington, DC 20208-5651	PURPOSE: To collect data pertaining to early and adult education experiences and issues. One time topics of special interest will be covered in different annual surveys. The 1991 base year survey targeted information on the care and education of 3-to-8 year olds, and the participation of adults in education activities.
COLLECTION CYCLE: Base Year: 1991, 1993 1995 and annually thereafter	SPONSOR: US Dept of Educ NCES		

DATA SOURCE	Parent or Guardian (Early Education Survey)	Adult (Adult Education Survey)
COLLECTION METHOD	Interview	Interview
SAMPLE DESIGN/ DESCRIPTION	Using random digit dialing sample selection, a nationally representative cluster sample of 60,314 households was identified through a two-stage sample design. The selected households were then screened for those with a 3-to-8 year old. Approximately 13,892 households were included in the parent interviews for the collection of information on 3-to-8 year olds.	Of the sample of 60,314 households (described for parent or guardian) 35,578 were screened for participation. A knowledgeable adult from each household completed information about all adult (16 years of age or above) household members. An extended interview was conducted with each adult who participated in any adult education activity in the last year (n = 9,774). An extended interview was also conducted with a selected sample of nonparticipants (n = 2,794).
GENERAL VARIABLE DOMAINS PRESENT	-Household and family characteristics. -Child care arrangements. -Early childhood education programs. -School experiences. -Educational environment of the home. -Health. -Disability characteristics. -Parent education and employment. -Parental involvement in educational programs.	-Previous educational background. -Current education participation. -Reason for participation. -Employment. -Demographic characteristics. -Characteristics of adult courses and activities. -Perceived benefits of adult education. -Perceived barriers to participation.
DISABILITY RELATED EXCLUSIONARY RULES AND PROCEDURES	None reported.	
DISABILITY DEFINITIONS AND CATEGORIES	For child survey: Learning disability, mental retardation, speech impairment, severe emotional disturbance, hardness of hearing, deafness, orthopedic impairment, visual impairment/blindness, deafness and blindness, other health problems, multiple handicaps. For adult survey: If not attending school, not employed, not keeping house or caring for children, or not retired, the response category of "sick or disabled" or "something else" is used.	
DISABILITY CHARACTERISTICS OF SAMPLE	5.0% (pre-primary age) and 6.6% (primary school age) reported as having a "handicap". For "pre-primary" and "primary school "age samples, respectively: learning disabled (0.6/1.2%); mentally retarded (0.1/0.2%); speech impaired (1.4/0.8%); severe emotional disturbance (0/0%); hardness of hearing (0.3/0.5%); deafness (0.1%/0.0%); orthopedically impaired (0.3/0.3%); visual impairment/ blindness (0.3/0.5%); other health impaired (1.5/2.3%); multiple handicaps (0.4/0.7%) (NCEO/K. McGrew 11-18-94 Rev)	

TITLE: National Household Survey on Drug Abuse (NHSDA), (1992)	DESIGN: Cross-sectional	CONTACT: Nat. Inst. on Drug Abuse (NIDA) 5600 Fishers Land Rockville, MD 20857	PURPOSE: To collect data related to the trends, prevalence, and correlates of illegal drug, alcohol, and tobacco use in the U S. To assess the consequences of use and abuse and to identify high-risk groups for abuse.
COLLECTION CYCLE: Biennial survey from 1971-1990. Annually since 1990.	SPONSOR: U S Dept Health & Human Serv.		

DATA SOURCE	Adult/Youth Household Members
COLLECTION METHOD	Questionnaire
SAMPLE DESIGN/ DESCRIPTION	A multi-stage nationally representative sample of civilian, non-institutionalized individuals aged 12 or older. The 1992 survey included 28,832 persons. The overall response rate was 79 percent. Six special samples in large metropolitan areas were also included in the 1992 survey.
GENERAL VARIABLE DOMAINS PRESENT	-Demographic characteristics -Frequency of use of various licit or illicit drugs -Problems associated with drug use -Drug abuse treatment experience
DISABILITY RELATED EXCLUSIONARY RULES AND PROCEDURES	No disability specific exclusion criteria reported.
DISABILITY DEFINITIONS AND CATEGORIES	None used.
DISABILITY CHARACTERISTICS OF SAMPLE	No disability specific information reported.

(NCEO/K. McGrew 4-11-94 Rev)

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TITLE: National Longitudinal Transition Study of Special Education Students: Wave 1, 1987 (NLTS)

DESIGN: Longitudinal

CONTACT: SRI International 330 Ravenswood Ave Menlo Park, CA 94025-3493

PURPOSE: To provide information regarding the transition of youth with disabilities from secondary school to early adulthood. To describe the patterns of experiences and identify factors that contribute to effective transition of youth with disabilities.

COLLECTION CYCLE: Base year: 1987
First Follow-up: 1990

SPONSOR: US Dept of Educ OSEP - SRI

DATA SOURCE	Parent/Guardian	School Records	School Administrator	Parent (nonresponse sample)
COLLECTION METHOD	Structured Interview	Administrative records abstract	Questionnaire	Structured Interview
SAMPLE DESIGN/ DESCRIPTION	2-stage stratified nationally representative sample of special education students (gr 7-12; ages 13-21) in 85-86 school year 303 of 450 (67.3%) LEA universe cells represented in sample. 26.2% of selected special schools participated. Data for 6,438 students of originally selected 12,790 (50.3 %).	Data from 6,241 youth in student selected sample (48.8 % of 12,790 originally selected students). Information from most recent secondary school attended in 85-86.	1,432 school administrators completed questionnaires for 6,672 youth in student sample (52 % of 12,790 originally selected students).	2-stage cluster sample of parents/guardians who were nonresponders in selection of student sample. Of 554 selected from pool of 6,175 youth whose parents or guardians did not respond, 441 completed interview (80 %).
	← (4,064 students, or 39 % of available youth, with complete data from three major components) →			
GENERAL VARIABLE DOMAINS PRESENT	-Student/family characteristics. -Services received. -Employment, education, and independence outcomes. -Parent expectations of future achievements.	-Disabilities for which student received services. -Grade level. -Educational setting. -Courses taken. -Grades. -Related services provided. -Intelligence test score. -Minimum competency test experiences. -End-of-year status.	-School/student characteristics. -Type of special education. services/instruction provided students in school.	(Similar content as in parent/guardian survey).
DISABILITY RELATED EXCLUSIONARY RULES AND PROCEDURES	Not relevant to this data set which is based on a sample of individuals with disabilities.			
DISABILITY DEFINITIONS AND CATEGORIES	Federal disability categories as reported by school personnel: LD-learning disability; MR-mentally retarded; SI-speech impaired; ED-seriously emotionally disturbed; OI-orthopedically impaired; D-deaf; HH-hard of hearing; VI-visually impaired/blind; DB-deaf/blind; OHI-other health impaired; MH-multiply handicapped.			
DISABILITY CHARACTERISTICS OF SAMPLE	Sample estimates of number of special education students by categories compared to counts in 10th Annual Report to Congress. Ratio computed which reflects extent to which NLTS sample estimates over (ratios > 1.0) or under (ratios < 1.0) represent federal counts. Ratios presented here are average ratios reported for each category across three age groups. LD = .96; ED = .88; SI = .69; MR = 1.11; VI = 1.12; D/HH = 1.26; OI = 1.08; OHI = .84; MH = .94; DB = .21; Total = .97. (NCEO/K. McGrew & A. Spiegel 2-17-92 Rev)			

TITLE: National Longitudinal Transition Study of Special Education Students: Wave 2, 1990 (NLTS)	DESIGN: Longitudinal	CONTACT: SRI International 330 Ravenswood Ave Menlo Park, CA 94025-3493	PURPOSE: To provide information regarding the transition of youth with disabilities from secondary school to early adulthood. To describe the patterns of experiences and identify factors that contribute to effective transition of youth with disabilities. This is follow-up data to the first wave of a study begun in 1987.
COLLECTION CYCLE: 1990 Follow-up (1987 Base Year)	SPONSOR: US Dept of Educ OSEP - SRI		

DATA SOURCE	Parent/Guardian or Youth	School Records	School Administrator	School Staff
COLLECTION METHOD	Structured Interview or Survey	Abstract of Transcripts	Questionnaire	Questionnaire
SAMPLE DESIGN/ DESCRIPTION	Subjects were drawn from NLTS Base Year sample. Of original 8,658 interview attempts, 5,890 completed interview (68%), 339 completed partial interview (3.9%) and 455 completed mail survey (5.3%). Data was gathered for 6,684 (77.2% of original 8,658) youth.	Data from students in selected sample in grades 9-12 during the 1990-91 school year. Transcript data collected for 7,271 students. Additional course description information not covered in typical transcript forms collected for 414 students.	Questionnaires completed for 739 youth enrolled in school during the 1990-91 school year.	Information collected on 645 youth enrolled in school during 1990-91 school year.
GENERAL VARIABLE DOMAINS PRESENT	-Student/family characteristics. -Services received. -Employment, education, and independence outcomes. -Parent expectations of future achievements. -School enrollment status. -Residential arrangements. -Level of independence. -Employment outcomes.	-Courses taken and credits. -Grades. -Non-school work experiences. -Grade level. -Attendance. -Type and amount of Special Education services.	-School/student characteristics. -Type of school.	-Outside services. -Transition planning. -Parent involvement. -Diagnostic test results. -Educational performance. -Disability characteristics. -Educational services received.
DISABILITY RELATED EXCLUSIONARY RULES AND PROCEDURES	Not relevant to this data set which is based on a sample of individuals with disabilities.			
DISABILITY DEFINITIONS AND CATEGORIES	LD-learning disabled, aphasic, dyslexic; ED-emotionally disturbed/behaviorally disordered; EMR-mildly mentally retarded; TMR-moderately mentally retarded; SMR-severely mentally retarded; OI-orthopedically impaired, physically handicapped; SI-speech or language impaired; D-deaf; HH-hard of hearing, hearing impaired; PS-partially sighted; CB-completely blind; DD-developmentally disabled; A-autistic; OHI-other health impaired; MH-multiply handicapped; O-other (specify); D-declassified (was determined to be no longer eligible for special education.			
DISABILITY CHARACTERISTICS OF SAMPLE	For all data sources the percentages of the original base year samples were: LD = 81%; ED = 69%; SI = 76%; MR = 85%; VI = 75%; HH = 66%; D = 84%; OI = 80%; OHI = 56%; MH = 69%; D/B = 77%. Overall total percentage of the original base year samples was 75%. (NCEO/K. McGrew 5-26-94 Rev)			

TITLE: National Survey of Family Growth (NSFG), Cycle IV (1988)	**DESIGN:** Cross-sectional & Longitudinal	**CONTACT:** Public Health Serv. NCHS 3700 E-W Highway Hyattsville, MD 20782	**PURPOSE:** To provide national data on the demographic and social factors associated with childbearing, contraception, adoption, and maternal and child health.
COLLECTION CYCLE: Periodic - every six years. Cycle I - 1973; Cycle II - 1976 Cycle III - 1982; Cycle IV - 1988	**SPONSOR:** US Dept Health & Human Serv.		

DATA SOURCE	Household members		
COLLECTION METHOD	Interview		
SAMPLE DESIGN/ DESCRIPTION	Starting with Cycle IV, sample obtained from respondent households in National Health Interview (NHIS) survey sample, a stratified, multi-stage nationally representative probability sample. Cycle IV sample of 8,450 civilian, nonstitutionalized women from 15-44 years drawn from 1986 NHIS sample (see NHIS summary for more details). Survey response rate was 79 %. Longitudinal component added with Cycle IV and involved reinterviews of respondents approximately 30 months after initial interview.		
GENERAL VARIABLE DOMAINS PRESENT	-Adoption. -Breastfeeding. -Contraception and sterilization. -Infertility. -Live births and births expected. -Miscarriages, stillbirths, and induced abortions. -Prenatal care. -Teenage sexual activity and pregnancy. -Unmarried cohabitation. -Use of family planning services. -Wanted and unwanted births. -Knowledge of AIDS.		
DISABILITY RELATED EXCLUSIONARY RULES AND PROCEDURES	Individuals in institutions excluded. The use of third party proxies for individuals unable to respond due to a disability was not allowed. Therefore, individuals with these disabilities were excluded from the sample.		
DISABILITY DEFINITIONS AND CATEGORIES	None used.		
DISABILITY CHARACTERISTICS OF SAMPLE	No disability specific information reported.		

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(NCEO/K. McGrew & A. Spiegel 2-04-94 Rev)

TITLE: NHANES 1 Epidemiologic Followup Study (NHEFS)-1986

DESIGN: Longitudinal

CONTACT: Public Health Serv. NCHS 3700 E-W Highway Hyattsville, MD 20782

PURPOSE: Using information on prevalence of health conditions and risk factors gathered during NHANES 1 baseline survey, to (a) continue monitoring changes over time in health, functional status, and utilization of hospitals and nursing homes, and (b) to track the incidence of various medical conditions.

COLLECTION CYCLE: Base Year - 1971-75 (NHANES 1) Wave 1 - 1982-84; Wave 2 - 1986; Wave 3 - 1987; Wave 4 - 1991

SPONSOR: US Dept Health & Human Serv.

DATA SOURCE	Adult member of household	Medical records
COLLECTION METHOD	Interview/Questionnaire	Administrative records abstract
SAMPLE DESIGN/ DESCRIPTION	1986 followup (Wave 2) sample consisted of 3,767 nondeceased subjects who were 55 yrs. of age or above at the time of the base year NHANES 1 sample, and who were successfully traced (94 % of base year successfully traced). 3,608 of those traced (95.8 %) completed the interview. NHANES 1 base year sample was a three stage, stratified, nationally representative sample of 20,749 civilian, noninstitutionalized persons from 1-74 years of age between 1971 and 1975.	5,405 records were obtained (each representing an overnight facility stay) with 2,021 of the 1986 followup sample (53.75) having at least one stay in the final sample file.
GENERAL VARIABLE DOMAINS PRESENT	-Demographics. -Medical history. -Health care facility stays. -Functional status. -Cigarette smoking. -Alcoholic use. -Weight. -Vision and hearing. -Female medical history. -Use of community services for elderly. -Death information. -Other (activity level, urinary incontinence, changes in memory).	-Dates of admission and discharge. -Diagnoses. -Discharge status.
DISABILITY RELATED EXCLUSIONARY RULES AND PROCEDURES	No disability-specific exclusion criteria reported for 1986 followup. Information regarding individuals with disabilities collected through the use of adult proxies. No disability-specific exclusion criteria reported for base year sample (NHANES 1), which also used adult proxies for gathering information regarding persons with disabilities.	
DISABILITY DEFINITIONS AND CATEGORIES	1986 followup survey requested information in the following categories from the proxies regarding the "incapacitated" person: (a) hearing problem, (b) speech problem, (c) language problem, (d) poor memory, senility, or confusion, (e) institutionalized, (f) Alzheimer's disease, (g) other mental condition, (h) other physical illness and/or disability, (i) other non-health, or (j) other. Large number of detailed information gathered during base year (NHANES) in number of categories (e.g., physical, hearing, vision, psychology, etc.) that relate to the description of different categories of disabilities.	
DISABILITY CHARACTERISTICS OF SAMPLE	469 (13.0 %) of the 1986 follow up sample had data provided by proxy due to "incapacities".	

(NCEO/K. McGrew & A. Spiegel 4-10-92 Rev)

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TITLE: Workplace Literacy Assessment, 1990 (WLA)

DESIGN: Cross-sectional

CONTACT: ETS, Box 2923, Princeton, NJ 08541

PURPOSE: To assess the literacy of individuals seeking to enter or re-enter the work environment. In particular, to assess the literacy of those applying for Job Training Partnership Act (JTPA) programs and those claiming Unemployment Insurance (UI) benefits and /or applying for jobs in the employment Service (ES)

COLLECTION CYCLE: Single collection period from 1989-1990

SPONSOR: Dept of Labor Employ & Trng

DATA SOURCE	Adult		
COLLECTION METHOD	Interview/Tests		
SAMPLE DESIGN/ DESCRIPTION	A multi-stage, stratified sample designed to be representative of eligible applicants in the JTPA programs and participants in the ES/UI programs. A total of 2,501 JTPA applicants (49% participation) and 3,277 ES/UI claimants (31% participation) agreed to participate.		
GENERAL VARIABLE DOMAINS PRESENT	-Demographic information -Educational background and experience -Labor force participation -Income -Literacy activities -Prose literacy -Document literacy -Quantitative literacy		
DISABILITY RELATED EXCLUSIONARY RULES AND PROCEDURES	None reported.		
DISABILITY DEFINITIONS AND CATEGORIES	Each subject was asked if he/she was currently diagnosed with any of the following: (a) learning disability, (b) eye trouble (not corrected by glasses), (c) hearing problem/deafness, (d) speech disability, (e) physical disability, (f) long-term illness (six months or longer), (g) no illness or disability.		
DISABILITY CHARACTERISTICS OF SAMPLE	No data reported.		

(NCEO/K. McGrew 3-29-94- Rev)

TITLE: Young Adult Literacy Survey (YALS), 1985	DESIGN: Cross-sectional	CONTACT: ETS Rosedale Road 05-P Princeton, NJ 08541	PURPOSE: To assess the literacy skills of America's 21 to 25 year olds. To collect data that would provide a better understanding of the nature and extent of literacy problems facing young adults.
COLLECTION CYCLE: Single collection period, 1985	SPONSOR: US Dept. of Educ OERI		

DATA SOURCE	Young adult household members	Young adult household members	Young adult household members	
COLLECTION METHOD	Questionnaire	Simulation tasks	Interview	
SAMPLE DESIGN/ DESCRIPTION	Five-stage nationally representative sample of young adults from age 21 to 25 who lived in private households from April to Sept. 1985. 38,400 housing units screened. 3,618 assessments completed from the total of 4,494 subjects who were selected (80.5% completion rate). An additional 105 16-17 year old high school dropouts were assessed as part of a supplemental sample.			
GENERAL VARIABLE DOMAINS PRESENT	-Family background. -Respondent characteristics. -Educational attainment and barriers. -Work related literacy concerns and issues. -Home/community related literacy activities.	-Prose literacy. -Document literacy. -Quantitative literacy.	-Use of spoken English (informative, narrative, & persuasive). -Familiarity with types of printed materials.	
DISABILITY RELATED EXCLUSIONARY RULES AND PROCEDURES	No specific disability related exclusionary rules or procedures described in documentation. "Other" non-response/participation category did include those who did not complete the assessment due to illness, blindness, deafness, senility, or language barriers. Individuals living in group quarters or households excluded from sample.			
DISABILITY DEFINITIONS AND CATEGORIES	Subjects were asked if they had any of the following conditions before they were 18 years old, or if they had any of the conditions at the time of the assessment: (a) learning disability, (b) eye trouble - not corrected by glasses, (c) hearing problem/deafness, (d) speech disability, (e) physical disability, (f) long-term illness, or (g) no			
DISABILITY CHARACTERISTICS OF SAMPLE	Conditions subjects reported having at the time of the assessment: (a) learning disability (2.7%), (b) eye trouble (5.4%), (c) hearing problems/deafness (2.5%), (d) speech disability (2.1%), (e) physical disability (2.6%), (f) long-term illness (1.5%). (NCEO/K. McGrew & A. Spiegel 5-24-92 Rev)			

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TITLE: Youth Risk Behavior Survey (YRBS) 1991

DESIGN: Cross-sectional

CONTACT: Center for Disease Control (CDC) 1600 Clifton NE Atlanta, GA 30333

PURPOSE: As part of the Youth Risk Behavior Surveillance System, this survey is designed to periodically measure the prevalence of priority health-risk behaviors among the nation's youth, and to assess whether these behaviors change over time.

COLLECTION CYCLE: 1991 and every two years thereafter until 1999.

SPONSOR: US Dept Health & Human Serv.

DATA SOURCE	Student		
COLLECTION METHOD	Questionnaire		
SAMPLE DESIGN/ DESCRIPTION	3-stage nationally representative sample of 12,272 students in grades 9-12 in the 50 states and the District of Columbia.		
GENERAL VARIABLE DOMAINS PRESENT	-Demographic characteristics. -Unintentional injurious behaviors. -Intentional injurious behaviors. -Tobacco use. -Alcohol and other drug use. -Sexual behaviors. -Dietary behaviors. -Physical activity.		
DISABILITY RELATED EXCLUSIONARY RULES AND PROCEDURES	No disability specific exclusion criteria reported.		
DISABILITY DEFINITIONS AND CATEGORIES	None used.		
DISABILITY CHARACTERISTICS OF SAMPLE	No disability specific information reported.		

(NCEO/K. McGrew 4-11-94 Rev)